DOCUMENT RESUME

ED 073 603 EC 051 392

TITLE	Ohio's Program for the Education of the Handicapped. Interim Report.
INSTITUTION	Ohio State Dept. of Education, Columbus. Div. of Special Education.
PUB DATE	73
NOTE	36p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Educational Needs; *Educational Programs; *Exceptional Child Education; Expenditure Per Student; Facilities; Financial Policy; *Handicapped Children; Manpower Needs; State Departments of Education; *State Legislation; Statistical Data; Transportation; Tutoring
IDENTIFIERS	Ohio

ABSTRACT

Presented is the interim report on a comprehensive plan for the education of handicapped children in Ohio which was requested by the state legislature at the time of the passage of Subcommittee Senate Bill 405 (Sub. S.B. 405). Introductory chapters attempt to place Sub. S.B. 405 in historical perspective by examining the development of special educational programs and services in Ohio; a 1970 document discussing long range planning goals for special educational services in Ohio; and services provided by regional resource centers from 1967 through 1973. Major provisions of the bill and plans for its implementation are discussed briefly. The interim report examines the present status and projected needs of programs for the hearing impaired, visually handicapped, orthopedically handicapped, deaf/blind, learning disabled, emotionally disturbed, educable mentally retarded (EMR), and speech, hearing and language impaired (definitions of each handicapping condition are included). Present status and projected needs are also indicated for services such as home instruction, supplemental tutoring, and transportation; facilities; and manpower. Estimated costs of the programs and services are included. The report concludes with preliminary recommendations concerning such issues as interdistrict cooperation, transfers for trainable mentally retarded children, early assistance, new special education units, and vocational opportunity for handicapped children. (GW)

FILMED FROM BEST AVAILABLE COPY

ED 073603

OHIO'S PROGRAM FOR THE EDUCATION OF THE HANDICAPPED

INTERIM REPORT

Submitted to

Chairmen, House and Senate
Education Committees
of the 110th General Assembly

Submitted by the

State Board of Education

EC051392E

Martin Essex
Superintendent of Public Instruction

Ohio Department of Education
Columbus, Ohio
1973

FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

SECTION 3323.011 R.C.
STATE OF OHIO
Sub. S.B. 405

SECTION 1. That Section 3323.011 of the Revised Code be enacted to read as follows:

Sec. 3323.011. Approval of state funds for the operation of programs and services provided pursuant to Section 3323.01 of the Revised Code shall be contingent upon a comprehensive plan for special education approved by the State Board of Education no later than July 1, 1973. The State Board of Education shall not approve a school district's plan unless the plan proposed meets the educational needs of handicapped children in that school district and other school districts in the same general area.

Each school district shall submit such a plan to the State Board of Education by December 1, 1972. Such plan shall contain:

(A) Provision for an organizational structure and necessary staffing for the identification and placement of handicapped children in appropriate programs;

(B) Provision for an organizational structure for the necessary supervision and staffing of programs and services for handicapped children;

(C) Provision for the necessary programs and services needed to meet the educational needs of every handicapped child in the school district in accordance with program standards and eligibility criteria established by the State Board of Education.

In approving the organization of special education, the State Board of Education shall provide that no school district be excluded from the state-wide plan. A school district having a plan providing for a cooperative arrangement with one or more other school districts to provide classes or other suitable programs of instruction or training for all physically, emotionally, or mentally handicapped children who are residents of such school district, or which contracts with another school district for such classes, and which meets the standards established by the State Board of Education pursuant to Section 3323.02 of the Revised Code, is in compliance with this Section.

The State Board of Education shall submit an interim report no later than February 1, 1973, to the chairman of the House and Senate Committees on Education which shall contain the Board's preliminary recommendations for implementing the comprehensive plan. The report shall include but shall not be limited to the following items: an analysis of the kinds and extent of special education services to be provided through the comprehensive plan, cost projections for implementing the plan, and an analysis of the availabiilty of qualified personnel to implement the Plan. The Chancellor of the Ohio Board of Regents shall provide to the State Board of Education, upon request, any information which the Board deems is required to analyze the availability of personnel.

TABLE OF CONTENTS

Section 3323.011 R.C. i

Table of Contents ii

INTRODUCTION

I. Historical Overview 1

II. Planning Document 2

III. Regional Resource Centers 5

Tables 7

IMPLEMENTATION

I. Major Provisions of Bill 11

II. Plan for Implementation 12

PRELIMINARY REPORT

I. Program Definition and Constraints 17

II. Program — Status and Projected Need 19

III. Services — Status and Projected Need 26

IV. Transportation — Status and Projected Need 28

V. Facilities — Status and Projected Need 28

VI. Manpower — Status and Projected Need 29

VII. Cost Projections 30

VIII. Preliminary Recommendations 31

INTRODUCTION

I. HISTORICAL OVERVIEW (1829 - 1973)

In order to place Sub. S.B. 405 (Section 3323.011 R.C.) in perspective, a brief discussion of the historical development of special education programs and services for handicapped children in Ohio seems necessary.

Ohio's long and proud history of support for the education of handicapped children began in 1829 when the Ohio State School for the Deaf was authorized by the State General Assembly. Eight years later the first residential school for blind children in the nation was authorized in 1837. During the balance of the 19th Century these two schools were to lay the groundwork and foundation for the development of a public school program for handicapped children.

In the early 1900's both residential schools were placed under the Ohio Department of Education and legislation was written authorizing public schools to operate special education programs for deaf, blind and crippled children on a day school basis.

At the close of World War II further broadening of Ohio's legislation for the handicapped child was enacted to include classes and services for the educable mentally retarded and to provide speech and hearing therapy and child study services.

In 1955, as a result of long study by the Ohio School Survey Committee, major changes in the School Foundation Program were initiated. At that time the legislature incorporated into the foundation program aid to local school districts for the operation of all approved special education programs and services.

The foundation for special education was established in the 19th Century in the commitment of the legislature to the education of the handicapped. Subsequent broadening of programs in 1945, and significant improvement of state support in 1955, led to continued expansion and growth of services for handicapped children.

Throughout the twenty years following World War II this growth is reflected in Tables I and II (pp. 7 & 8) in five year intervals.

The most dramatic years of growth are reflected in Tables III and IV (pp. 9 & 10) during the four bienniums ranging from fiscal year 1967 to fiscal year 1973.

II. PLANNING DOCUMENT (1970 - 1975)

From the time that the Division of Special Education was organized its mission was to provide consultation and leadership to local school districts to facilitate the expansion and development of programs and services for handicapped children. As the decade of the '60's drew to a close it became increasingly apparent that the role and function of the Ohio Department of Education should change to reflect the changing needs of education in the years to come. In 1969 the Department of Education reorganized the Division of Special Education to assume the task of providing leadership in the management and efficient utilization of the human and fiscal resources which would be allocated for the education of handicapped children. As part of this changing role and function, the state agency embarked on a year of planning for the decade of the 70's, using a modified form of Program Planning and Budgeting. This effort was reported in 1970 in a publication entitled "Planning for the Education of the Handicapped Child in Ohio".

The planning document dealt with the following six major areas:

The **long range goals** for programs for the handicapped.

The **assumptions** that were made in order to do the necessary planning.

The **specific objectives** that were established for the next five years.

The **projected costs** of each objective based on current assumptions and program status.

The **criteria to evaluate** the extent to which these objectives were met.

The **recommendations** for implementation that would be needed to achieve the objectives.

The **three long range goals** identified by the Division of Special Education and published in the planning document were:

TO EXPAND PROGRAMS AND SERVICES SO THAT EACH EDUCABLE, SCHOOL AGE, HANDICAPPED CHILD AND YOUTH RECEIVES THE EQUAL EDUCATIONAL OPPORTUNITY NEEDED TO ENABLE HIM TO ATTAIN APPROPRIATE EDUCATION OBJECTIVES.

TO DEVELOP PROCESSES AND PROCEDURES THAT WILL ASSURE THAT THE HIGHEST QUALITY OF EDUCATIONAL PROGRAMS AND SERVICES ARE AVAILABLE TO EACH HANDICAPPED CHILD AND YOUTH.

TO CONTINUE AN INTENSIVE SEARCH FOR VALIDATED PROGRAM MODELS THAT WILL SERVE THE HANDICAPPED MORE EFFICIENTLY AND EFFECTIVELY.

To achieve the long range goals for special education in the State of Ohio the following management objectives were established:

1. An orderly and **planned rate of expansion** in special education should be established to assure that programs and services for handicapped children will be available for each handicapped child. Projections by program and section indicate the following additional units should be funded and allocated each fiscal year.

UNITS	FY 72	FY 73	FY 74	FY 75
	+728	+738	+766	+796

2. With the expansion of programs, an **increase in individual services** (Home Instruction, Supplementary Tutoring, Transportation, etc.) should be provided.
3. Policies and procedures should be established to assure that each approved unit is staffed by a fully **qualified professional person.**
4. The **new certification standards** adopted by the State Board of Education should be fully implemented by September, 1972.
5. The **master plan** for the development of **university centers** in special education should be adopted in the winter of 1970-71, and jointly implemented by the Board of Regents, Deans of State Assisted Universities, Ohio Department of Education and the U.S. Office of Education.
6. Special education programs in all school districts should operate with the services of **supervisors** in each area of the handicapped.
7. Special education programs in all school districts should have direct access to and participate in **Special Education Instructional Resource and Materials Centers.**
8. The expansion and improvement of educational programs for the handicapped should be planned on a **regional basis** to assure maximum utilization of personnel, funds and facilities.
9. The regional approach to special education should assure that all school districts have access to and participate in the development of **comprehensive programs** and services for the handicapped. This should include, where appropriate to the child's needs:
   (a) Consultation for the parents of handicapped children at preschool, elementary, secondary and post high levels.
   (b) Special education programs terminating at the point where the child's educational needs can be met in regular school programs, or
   (c) Special education programs terminating in placement with other agencies, in placement in an appropriate career, or in placement in post-high school educational or training programs.

10. All special education programs should have access to and fully utilize a coordinated and **comprehensive student personnel services** program including school psychological services, visiting teacher services, speech and hearing therapy services and school health services.

11. An intensive effort to develop, field test and validate alternate staffing patterns and **program models** for handicapped children should be continued. This effort should lead to recommendations for revision of special education program standards by the end of 1975.

12. An intensive effort to develop, field test and validate alternate approaches to the **professional preparation of personnel** to enable them to more effectively serve the handicapped, should be initiated during the 1971-72 academic year. This effort should lead to the revision of certification standards by the end of 1975.

Four major recommendations were developed as a result of this planning. They were identified as changes that must occur to establish the conditions under which the preceding objectives might be achieved.

MANDATORY LEGISLATION SHOULD BE ESTABLISHED REQUIRING EVERY SCHOOL DISTRICT TO PARTICIPATE IN MULTI-DISTRICT, COORDINATED, REGIONAL PLANNING FOR THE DEVELOPMENT OF PROGRAMS AND SERVICES FOR ALL HANDICAPPED CHILDREN IN OHIO.

STATE REIMBURSEMENT FOR SPECIAL EDUCATION SHOULD BE ESTABLISHED AS A SEPARATE REIMBURSEMENT RATE BASED ON A COST PER UNIT WITHOUT REGARD TO THE TYPE OF DISTRICT IN WHICH THE CHILD RESIDES OR IN WHICH HE ATTENDS SCHOOL.

THE OHIO DEPARTMENT OF EDUCATION SHOULD DEVELOP A MASTER PLAN TO COORDINATE THE UTILIZATION AND MANAGEMENT OF ALL FUNDS EARMARKED FOR THE EDUCATION OF THE HANDICAPPED.

EDUCATIONAL ACCOUNTABILITY IN SPECIAL EDUCATION PROGRAMS SHOULD GO BEYOND THE FOLLOW-UP STUDIES NOW BEING CONDUCTED. MEASURABLE INSTRUCTIONAL OBJECTIVES FOR THE INDIVIDUAL CHILD SHOULD BE WRITTEN & VALIDATED FOR EACH AREA OF THE HANDICAPPED AND AT EACH LEVEL OF DEVELOPMENT. THESE BEHAVIORAL OBJECTIVES SHOULD BE APPLIED TO EACH PROGRAM TO ASSIST IT IN DETERMINING ITS EFFECTIVENESS IN SERVING HANDICAPPED CHILDREN AND YOUTH.

III. REGIONAL RESOURCE CENTERS (1967-1973)

Under the state plan adopted by the State Board of Education, the Ohio Department of Education has used Federal funds under Title VI-A of the Elementary and Secondary Education Act, (now known as Title VI-B of the Education of the Handicapped Act), to fund regional centers to:

1. Assist local school districts in the initiation and expansion of programs and services for the handicapped children through joint planning and cooperation among school districts in a region to serve an increased number of handicapped children and;
2. Provide local school districts with resources designed to improve the quality of instruction for handicapped children through the delivery of instructional skill training to teachers based on newly developed instructional materials and methodologies.

These two concepts were developed separately beginning with the summer of 1969 when nine program planning and development center projects and eight instructional resource center projects were initiated. During this first year of funding the PPDC projects served some 139 school districts and 22,600 handicapped children within the state. The eight IRC projects served some 178 school districts and 36,000 handicapped children. Total Federal funding for these projects amounted to $364,000.00 of Title VI-B funds this first year. Since 1969 these projects have merged to form Special Education Regional Resource Centers (SERRC). The evolved purpose of these centers has been to assist local districts in the development, coordination and management of comprehensive quality programs and services for handicapped children.

Each center functions through a participatory management system based on a governing board composed of superintendents from the cooperating districts. By the end of the 1972-73 school year, 15 such SERRC's will provide services to all school districts in the State of Ohio and all handicapped children enrolled in those school districts. Total funding for these centers will amount to $1,140,000.00. The primary service components made available through Title VI-B funds have continued to be directed toward the establishment of Program Planning and Development and Instructional Resource Center functions. Providing assistance to local school districts in achieving equal educational opportunities, by coordinating resources and planning expansion of program and services, has become the major goal of the Centers.

In the 1971-72 school year the SERRC's assisted school districts within their respective regions in the development of objectives. The objectives were based upon priorities established by the participating school districts and which interfaced with statewide priorities developed through the Department of Education planning efforts. Each SERRC submitted a master plan to the Department in the spring of 1972 which reflected the systematic utilization of local, state and federal resources to satisfy identified program

needs. This planning was done utilizing a systems approach which focused upon seven areas of information. These seven areas produced information regarding:

1. The identification of current status of special education programs and services within the region.
2. A definition of problems and needs within the region.
3. A definition of regional goals.
4. An analysis of resources currently available and resources for future development.
5. The identification of specific objectives with target dates for implementation during the 1972-73 school year.
6. Projected procedures to be followed for achieving the identified objectives.
7. The evaluation procedures to determine the degree to which the objectives were met.

The master plans submitted by the Special Education Regional Resource Centers provided the Department of Education with reliable information which allowed more effective decision making regarding the allocation of State and Federal resources. Thus, the 1972-73 school year marks the first year that State and Federal funds for special education were allocated on the basis of coordinated local, regional and state planning efforts.

It is within the framework of the long and proud history of Special Education in Ohio and the Ohio Department of Education's leadership in the development of a planning system for program development that brings the schools of Ohio to this point.

Exercising a long record of legislative leadership and responsibility, Substitute Senate Bill 405 was passed by the 109th General Assembly and signed into law. Section 3323.011 of the Ohio Revised Code is now incorporated into the basic legislation authorizing school districts to provide education for handicapped children.

Table I: STATUS OF SPECIAL EDUCATION PROGRAMS, FIVE YEAR INTERVALS
FISCAL YEAR 1947 — FISCAL YEAR 1962

Handicap	Teachers & Children	1946-47 FY 47	1951-52 FY 52	1956-57 FY 57	1961-62 FY 62
Hearing Impaired	Units	70	131	109	133
	Children	707	1,077	993	1,099
Visually Handicapped	Units	95	100	76	66
	Children	1,150	1,158	904	821
Crippled	Units	130	137	122	118
	Children	1,978	2,086	1,443	1,227
Learning Disabilities & Behavior Disorders	Units	0	0	0	23
	Children	0	0	0	177
Educable Mentally Retarded	Units	316	387	513	1,037
	Children	8,627	7,188	8,682	16,317
Speech Therapy	Units	27	113	141	293
	Children	(3,143)	(11,725)	(16,852)	(18,253)
School Psychology	Units	80	88	102	176
	Children	(24,823)	(26,400)	(31,650)	(52,800)
TOTAL	Units	718	956	1,063	1,846
	Children	12,462	11,509	12,022	19,611

Table II: STATUS OF SPECIAL EDUCATION SERVICES, FIVE YEAR INTERVALS FISCAL YEAR 1947 — FISCAL YEAR 1962

Children Served	1946-47 FY 47	1951-52 FY 52	1956-57 FY 57	1961-62 FY 62
Home Instruction	1,206	1,878	2,137	2,701
Tutoring for Learning Disabilities and Behavior Disorders	0	0	0	0
Other Individual Services	241	283	367	212
SUBTOTAL All Individual Instructional Services	1,447	2,161	2,504	2,913
SUBTOTAL Transportation of Physically Handicapped	621	1,059	3,485	3,624
TOTAL CHILDREN SERVED	2,068	3,220	5,989	6,537
SUBTOTAL Expenditures for all Services	$189,065	$299,672	$841,441	$1,057,683
SUBTOTAL Teacher Training Expenditures	0	$ 5,714	$ 11,353	$ 42,262
TOTAL EXPENDITURES	$189,065	$305,386	$852,794	$1,099,945

Table III: SUMMARY OF EXPANSION IN SPECIAL EDUCATION FISCAL YEAR 1967 — FISCAL YEAR 1973

Handicap	Bi-Annual Expansion	School Year 1966-67 FY 67 Totals	School Year 1968-69 FY 69 Totals	School Year 1970-71 FY 71 Totals	School Year 1972-73 FY 73 Totals
Hearing Impaired	Units	188	226	258	287
	Children	1,486	1,783	1,888	1,960
Visually Handicapped	Units	71	72	77	87
	Children	848	727	719	718
Crippled	Units	143	164	177	206
	Children	1,376	1,474	1,504	1,571
Learning Disabilities & Behavior Disorders	Units	151	317	559	919
	Children	1,321	2,604	4,435	7,433
Educable Mentally Retarded	Units	2,143	2,625	3,187	3,846
	Children	32,459	38,746	45,370	51,565
Speech Therapy	Units	472	546	682	824
	Children	(54,395)	(62,790)	(78,430)	(94,760)
School Psychology	Units	312	396	557	675
	Children	(78,000)	(99,000)	(139,250)	(168,750)
TOTAL	Units	3,480	4,346	5,497	6,844
	Children	37,490	45,334	53,916	63,247
EXPANSION	Units	+ 866	+1,151	+1,347	
	Children	+7,844	+8,582	+9,331	

Table IV: SUMMARY OF EXPANSION OF TRANSPORTATION AND TEACHER TRAINING FOR SPECIAL EDUCATION
FISCAL YEAR 1967 — FISCAL YEAR 1973

Children Served	School Year 1966-67 FY 67 Totals	School Year 1968-69 FY 69 Totals	School Year 1970-71 FY 71 Totals	School Year 1972-73 FY 73 Totals
Home Instruction	2,970	3,491	4,246	4,643
Tutoring for Learning Disabilities and Behavior Disorders	800	2,419	4,817	6,494
Other Individual Services	225	205	162	170
SUBTOTAL All Individual Instructional Services	3,995	6,115	9,225	11,307
SUBTOTAL Transportation of Physically Handicapped	4,865	5,809	6,272	6,704
TOTAL CHILDREN SERVED	8,860	11,924	15,497	18,011
SUBTOTAL Expenditures for all Services	$2,079,002	$2,955,009	$4,316,505	$5,053,460
SUBTOTAL Teacher Training Expenditures	$ 34,067	$ 45,284	$ 37,800	$ 70,000
TOTAL EXPENDITURES	$2,113,069	$3,000,293	$4,354,305	$5,123,460

IMPLEMENTATION

In the passage of Sub. S.B. 405 by the 109th General Assembly the State Legislature clearly indicated its concern for and its commitment to the needs of the handicapped child in the schools of Ohio. At the same time their request for an analysis of the current program and a detailed outline of the unmet needs of the handicapped as a basis for further consideration reflects a level of responsibility and accountability which should be commended.

Governor Gilligan's action signing this Bill into law and his subsequent meeting with the State Board of Education clearly indicates his concurrence with and commitment to the educational needs of all children.

I. MAJOR PROVISIONS OF BILL

The legislative mandate contained in Sub. S.B. 405 includes specific deadlines which must be met by the local school districts as well as the Department of Education. In the development of a plan for implementation of this Bill, the contents of the law were analyzed and fell into the following major types of categories:

A. GENERAL PROVISIONS

1. State funds for the operation of programs and services provided pursuant to Section 3323.01 of the Revised Code are contingent upon a comprehensive plan for special education which must be adopted by the State Board no later than July 1, 1973.
2. The comprehensive plan shall include plans submitted by local school districts which meet the educational needs of handicapped children in that school district and other school districts in the same general area.
3. Each local school district must submit a plan for the education of handicapped children by December 1, 1972, to the State Board of Education.

B. LOCAL PLAN

1. Each local school district plan shall contain provisions for an organizational structure and necessary staffing for the identification and placement of handicapped children in appropriate programs.
2. Each local school district plan shall contain provisions for an organizational structure for the necessary supervision and staffing of programs and services for handicapped children.

3. Each local school district plan shall contain provisions for the necessary programs and services necessary to meet the educational needs of every handicapped child in the school district in accordance with program standards established by the State Board of Education.

C. **INTERIM REPORT**

1. The State Board of Education shall submit an interim report to the Chairman of the House and Senate Committees on Education on or before February 1, 1973.
2. The interim report shall contain an analysis of the current status of special education.
3. The interim report shall contain an analysis of projected programs necessary to meet the needs of all handicapped children in the school districts of Ohio.
4. The interim report shall contain cost projections for the implementation of the comprehensive plan.
5. The interim report shall contain an analysis of the availability of qualified personnel needed to implement the plan.
6. The interim report shall contain the State Board of Education's preliminary recommendations for implementation of the comprehensive plan.

D. **COMPREHENSIVE PLAN**

1. The Comprehensive Plan to be adopted by the State Board of Education shall meet the educational needs of all handicapped children in Ohio.
2. The Comprehensive Plan shall provide that no school district be excluded.
3. The Comprehensive Plan shall be in accordance with the program standards adopted by the State Board of Education under authority of 3323.01.
4. The Comprehensive Plan for the Education of the Handicapped shall be adopted by the State Board of Education on or before July 1, 1973.

II. PLAN FOR IMPLEMENTATION

On the basis of the mandate contained in Section 3323.011 of the Revised Code and the deadlines established by that Section of the law, a departmental plan was developed for implementation of this legislation using a modified version of program evaluation and review technique (PERT).

A. DEPARTMENT PLANNING

1. **State Board** — A simplified PERT chart of the proposed plan for implementation was developed by the Department of Education during May, 1972. This proposed implementation plan was referred to the State Board of Education on June 11, 1972, for their review. A memorandum, an outline of the implementation plan and a simplified PERT chart were included.

2. **Advisory Committees** — A combined meeting of the Superintendent's Advisory Council on Special Education and the Division Task Force on Special Education was announced for July 12, 1972. At the meeting additional representation from the Buckeye Association of School Administrators was included. The implementation plan developed by the Department was reviewed and further refinements and adjustments were made in accordance with their suggestions.

3. **Development of 405 Planning System** — During the month of July the Division of Special Education began the initial development of a planning system and forms to assist local school districts. This system was revised several times before being reproduced and distributed to selected Planning Coordinators in the Special Education Regional Resource Centers for field testing. As a result of the field testing and area meetings with the Planning Coordinators, final revisions were made and a final draft of the forms was prepared. On October 10, 1972, an invitational meeting of a selected group of superintendents was called at the Marriott Inn on Hamilton Road to review the final draft of the forms. After incorporating suggestions made by this group, the forms and supplemental materials were printed and disseminated to all school districts on October 16, 1972.

4. **Manpower Study** — During November, 1972, the Faculty for Exceptional Children of The Ohio State University assisted in the development of a plan for a study of the availability of qualified personnel to implement the plan. On November 7, 1972, this survey with a cover memo was mailed to all universities that were then known to be eligible to prepare qualified personnel in Special Education.

   In accordance with provisions of Sub. S.B. 405 a letter was also addressed to the Acting Chancellor of the Board of Regents.

B. DISSEMINATION

1. **Superintendent's Newsletter** — During July and August of 1972, the Superintendent's Newsletter, distributed to all school districts in Ohio, carried front page articles on the plan for implementation of Sub. S.B. 405.

2. **Regional Resource Centers** — On August 8, 1972, a meeting was held with the planning coordinator of each Special Education Regional Resource Center, the Superintendent of the School District which serves as the fiscal agent for the project, and the Superintendent of the Governing Board for the project. At that time the plans for implementation of 405 were reviewed and the Department asked the Regional Resource Centers to assist in providing technical assistance to local school districts in carrying out the mandate of 405.
3. **Superintendent's Meeting** — On August 10, 1972, a meeting of all superintendents in the State of Ohio was held. At that time one of the major items on the agenda was the plan for the implementation of Sub. S.B. 405.
4. **Area Meetings** — In accordance with the implementation plan, six area meetings were conducted throughout the State of Ohio. These area meetings were arranged by the Regional Resource Centers and conducted by the staff of the Department of Education.
5. **Mailing of Forms** — During the week of October 16, 1972, the final draft of the forms with printed directions were mailed to all school districts.
6. **Follow-Up Memo** — On November 3, 1972, a follow-up memorandum was mailed to all Superintendents of Schools throughout the State of Ohio calling their attention to the fact that they should have received the forms and reminding them that the law required that they submit their plan by December 1, 1972, to the State Board of Education.

C. LOCAL PLANNING

Between August 31, 1972, and November, 1972, the Special Education Regional Resource Centers conducted a number of area and county meetings. The Planning Coordinators for the Regional Resource Centers have reported that they conducted over 160 meetings at which over 700 school districts were represented by one or more staff people.

During October and November local school districts were in a position to develop a plan with the forms as a guide and with continuing technical assistance available upon request from the Regional Resource Centers and from the Ohio Department of Education.

D. INTERIM REPORT

1. **Preliminary Report to the State Board** — On December 11, 1972, the first preliminary report to the State Board of Education was made. At that time the content of the law was again reviewed, the implementation plan for Senate Bill 405 was pre-

sented in detail and a status report of the plans received from local school districts was presented to the State Board. In addition, a detailed outline of the proposed interim report format was presented to the State Board for their review.

2. **Final Draft of Interim Report** — The final draft of the interim report was prepared during December, 1972.
3. **State Board Review** — On January 8, 1972, the final draft of the interim report was presented to the State Board of Education for their final review and adoption.
4. **Transmittal of Interim Report** — During the month of January the final copy of the interim report was typed, reproduced and transmitted to the Chairman of the Education Committees of the House and the Senate of the 110th General Assembly in accordance with the mandate contained in Section 3323.011 Revised Code.

E. FINAL PLAN

1. **Analysis of Local Plans** — In the second week in December, the Department of Education began an intensive analysis and review of the local plans submitted by school districts for the education of handicapped children. Statistical data on the current status and projected needs were reviewed and analyzed by handicapping category and program area. Plans that do not comply with the requirements of Section 3323.011 R.C. will be returned to local school districts for revision and re-submittal.
2. **Rough Draft of Comprehensive Plan** — This comprehensive plan will reflect the most accurate data available on the number of handicapped children currently being served in an appropriate special education program and **refined** data on the anticipated number of children still in need of special education programs. In addition, the configuration of school districts for delivery of appropriate educational opportunities for the handicapped will be analyzed to assure that no school district is excluded from the plan for any category of handicapped children.
3. **Feedback from Local Districts** — The initial rough draft of the comprehensive plan will be disseminated to all school districts during the month of March for their review and analysis. Again, the assistance of the Planning Coordinator in the Regional Resource Centers will be called upon to facilitate further refinement of the Comprehensive Plan in cooperation with local school districts. During the latter part of April the final revisions and corrections based on information received from local school districts will be incorporated into the comprehensive plan and a final draft will be completed for consideration by the State Board.

F. ADOPTION

1. **State Board Review** — The State Board plans to announce its intention to review the Comprehensive Plan for the education of the handicapped at its meeting on March 12, 1973. At that time a copy of the rough draft of the plan will be available for their information.
2. **Hearing on Plan** — At the State Board meeting on May 14, 1973, the State Board of Education proposes to conduct a hearing on the final draft of the comprehensive plan for the education of the handicapped.
3. **Final Adoption of Plan** — At the meeting of the State Board of Education on June 11, 1973, the Board of Education proposes to consider the adoption of the plan, with whatever revisions or modifications they deem advisable. Following this action of the State Board of Education in accordance with the requirements of Sub. S.B. 405, the Comprehensive Plan for the Education of the Handicapped will be placed in its final form and published for statewide dissemination.

PRELIMINARY REPORT

Comprehensive Plan for the Education of the Handicapped

This preliminary analysis of over 700 plans submitted to the State Board of Education contains a report of the status of special education in Ohio. From the plans data concerning projected needs and costs projection have been refined and developed. Finally, in accordance with the legislative mandate preliminary recommendations have been developed.

The final draft of the Comprehensive Plan will reflect the most accurate data available on the number of handicapped children currently being served in an appropriate special education program and further refinement of the number of handicapped children still in need of special education programs or services.

The comprehensive plan must provide adequate and appropriate identification of handicapped children. Placement procedures should be written and must protect the constitutional rights of children and parents. A configuration of school districts will be identified for each category of the handicapped and analyzed to insure that no school district is excluded. Further analysis of the configuration will assess the required availability of adequate supervision. Plans that do not comply with the requirements of Section 3323.011 R.C. will be returned to the local school district for revision and re-submittal.

As part of the adoption process a review and revision of State Board of Education Program Standards for Special Education is planned to incorporate needed revision and refinements as well as new procedures and practices into Ohio's educational program for the handicapped.

The preliminary analysis of these plans must be interpreted in terms of the several constraints within which this interim report was prepared.

I. PROGRAM DEFINITION AND CONSTRAINTS

1. The deadlines contained in the legislation allowed a very brief period of time for this preliminary analysis.
2. The legislation specifically restricted the plan to programs and services for the handicapped as authorized under Section 3323.01 of the Revised Code and as defined by State Board of Education Program Standards.
3. The resources and manpower available for the education of the handicapped allocated at the local, state and federal level.

The data presented in this interim report reflects the best information that could be developed within these constraints.

The Ohio Department of Education is charged with the **responsibility** for assisting local school districts to initiate, develop and maintain efficiently operated and effective educational programs and services for handicapped and gifted children.

The **target population** includes Deaf, Hard-of-Hearing, Visually Handicapped, Deaf-Blind, Crippled, Multiple Handicapped, Neurologically Handicapped, Emotionally Handicapped, and Educable Mentally Retarded.

Programs include special classes, individual services, (Home Instruction, Supplementary Tutoring, Transportation, etc.), Speech and Hearing Therapy and Child-Study Services (School Psychology).

Additional responsibilities include programs such as Visiting Teachers and School Social Workers, School Health Services and School Nurses, Attendance, Child Accounting, Work Permits and Legal Dismissal from School Attendance.

Legal Responsibilities are defined in Sections 3323 and 3317 of the Ohio Revised Code. Additional responsibilities are contained in Sections 3321, 3331, and 4109 R.C.

Fund Sources are Amended Substitute House Bill 475 and P.L. 91-230, Education of Handicapped Act, Section VI.

Appropriations are contained under: G.R. 501, Line 3, S.F. 12; G.R. 501, Line 12, S.F. 12; G.R. 501, 3317.06, Individual Services and Teacher Training Contracts. Rotaries 605, 91-230, VI-D, Teacher Training; 624, 91-230, VI-B, Program for the Handicapped; 633, 91-230, VI-C, Deaf-Blind; 634, 91-230, VI-G, Learning Disabilities.

The Department is responsible for the effective **allocation** and **management** of the resources identified above to achieve the goals outlined below.

TO EFFICIENTLY AND EFFECTIVELY MANAGE THE PROFESSIONAL AND CLERICAL STAFF, THE FACILITIES AND THE FISCAL RESOURCES AVAILABLE FOR THE **ADMINISTRATION** OF THIS AGENCY TO ACHIEVE EFFECTIVE ALLOCATION AND UTILIZATION OF RESOURCES MADE AVAILABLE BY THE STATE OF OHIO FOR THE HANDICAPPED CHILD.

TO **EXPAND** PROGRAMS AND SERVICES SO THAT EACH EDUCABLE, SCHOOL AGE, HANDICAPPED CHILD AND YOUTH RECEIVES THE EDUCATIONAL OPPORTUNITY NEEDED TO ENABLE HIM TO ATTAIN APPROPRIATE EDUCATIONAL, VOCATIONAL, AND SOCIAL OBJECTIVES.

TO DEVELOP PROCESSES AND PROCEDURES THAT WILL ASSURE THAT THE HIGHEST **QUALITY** OF EDUCATIONAL PROGRAMS AND SERVICES ARE AVAILABLE TO EACH HANDICAPPED CHILD AND YOUTH.

TO CONTINUE AN INTENSIVE SEARCH FOR **VALIDATED PROGRAM MODELS** THAT WILL SERVE THE HANDICAPPED MORE EFFICIENTLY AND EFFECTIVELY IN A COORDINATED STATEWIDE DELIVERY SYSTEM.

II. PROGRAM STATUS AND PROJECTED NEED

The State Board of Education is authorized to approve, set standards, and include in the School Foundation Formula units for educational programs and services for the education of handicapped children. These programs are defined below with their current status and projected need.

A. HEARING IMPAIRED

1. Definition

a. **Deaf** — Those children, age 3 and over, who retain an IQ of 50 or above as determined by an individual psychological examination, and

Have a relatively flat audiometric contour and an average pure tone hearing threshold of 70 dB or greater for the frequencies of 500, 1000, and 2000 Hz in the better ear (ISO-1964), or

Have an abruptly falling audiometric contour and an average pure tone hearing threshold of 70 dB or greater in the better ear for 1000 or 2000 Hz (ISO-1964), or

Functions as a deaf child and is approved for placement in a special education class by the Division of Special Education.

Hard-of-Hearing — Those children, age 3 and over, who retain an IQ of 50 or above as determined by an individual psychological examination, and

Have a relatively flat audiometric contour and an average pure tone hearing threshold of 50 dB to 70 dB for the frequencies of 500, 1000 and 2000 Hz in the better ear (ISO-1964), or

Have an abruptly falling audiometric contour and an average pure tone hearing threshold of 50 dB to 70 dB in the better ear for 1000 Hz and 2000 Hz (ISO-1964), or

Functions as a hard of hearing child and is approved for placement in a special education class by the Division of Special Education.

b. The **target population** for deaf and hard of hearing is projected as 0.1% of the estimated public school ADM plus three and four year old pre-school children in the State of Ohio.

c. The **comprehensive program** consists of: a) class units preschool through grade 12; b) work experience and planned vocational programs.

d. The **quality program** should be comprehensive and have the services of a Supervisor for Hearing Impaired, School Psychologist, Speech Therapist, and Special Education Resource Center.

e. The recommended **staffing ratio** is one teacher for each 8 children and one supervisor for each 10 teachers or 80 children.

2. Current Status

	Local Schools	Resid. Schools	Total
Children Served	1,960	279	2,239
Units Approved	287		
% Served	82%		
% Program supervised	66%		
% Teachers certified	85%		

3. Projected Need

Children need services	459	35	494
Units needed	45		

B. VISUALLY HANDICAPPED

1. Definition

a. The **visually handicapped** are those children: a) age 3 and over; b) who retain an IQ of 50 or above as determined by an individual psychological examination; c) who have a corrected visual acuity of 20/70 or less in the better eye or cannot read 18 point at any distance, on the basis of a current examination by an eye specialist.

b. The **target population** is projected as 0.05% of the estimated public school ADM plus three and four year old pre-school children in the State of Ohio.

c. The **comprehensive program** consists of: a) class units, preschool through grade 12; b) work experience and planned vocational programs.

d. The **quality program** should be a comprehensive Vision Center program and have the services of a Supervisor for Visually Handicapped, School Psychologist, Speech Therapist, Mobility Specialist, and Special Education Resource Center.

e. The recommended **staffing ratio** is one teacher for each 10 children, one supervisor for each 10 teachers or 100 children and one Mobility Specialist for each 100 children.

2. Current Status

	Local Schools	Resid. Schools	Total
Children served	718	165	883
Units approved	87		
% Served	65%		
% Program Supervised	55%		
% Teachers Certified	97%		

3. Projected Need

Children Needing Service	440	49	489
Units Needed	53		

C. ORTHOPEDICALLY HANDICAPPED

1. Definition

a. The **orthopedically handicapped** are those school-age children who retain an IQ of 50 and over as determined by an individual psychological examination and have a congenital or acquired physical disability which prevents successful functioning in a regular classroom.

b. The **target population** is projected as 0.1% of the estimated public school ADM of the State of Ohio.

c. The **comprehensive program** consists of: a) class units primary through grade 12; b) work experience and planned vocational programs; c) physical therapy and occupational therapy services.

d. The **quality program** should be comprehensive and have the services of a Supervisor for Orthopedically Handicapped, School Psychologist, Speech Therapist, Physical Therapist, Occupational Therapist, and Special Education Resource Center.

e. The recommended **staffing ratio** is one teacher for each twelve children, one P.T. and one O.T. for each 50 children, and one Supervisor for each 10 teachers or 120 children.

2. Current Status

Children Served	1571
Units Approved	206
% Served	65%
% Program Supervised	62%
% Teachers Certified	95%

3. Projected Need

Children Needing Service	862
Units Needed	130

D. DEAF/BLIND

1. Definition

   a. The **Deaf/Blind handicapped** are those children age 3 and over, who have both an auditory and visual impairment, the combination of which causes such severe communication and other developmental and educational problems that they cannot properly be accommodated in special programs for either Hearing Impaired or Visually Handicapped children.

   b. The **target population** is not established at this time in the estimated public school ADM and three and four year old population in the State of Ohio.

   c. A **comprehensive program** has not been validated for this population.

   d. The components needed for a **quality program** have not yet been established.

   e. The current **staffing ratio** is one teacher and two aides for each six children.

2. Current Status

Children Served	33
Units Funded	6
% Served	Undetermined
% Program Supervised	100%
% Teachers Certified	N.A.

3. Projected Need

Children Needing Service	50-100
Units Needed	8- 18

E. LEARNING DISABILITIES

1. Definition

   a. The **Learning Disabled** (Neurological Handicapped) are those school age children with IQ's above 80 with a specific learning disability and/or behavior disorder. Eligibility is based on medical, educational and psychological assessment and final determination is based on functioning behavior.

   b. The **target population** is a projected 5% of the estimated public school ADM of the State of Ohio, 1% of which is projected for self-contained units.

   c. The **comprehensive program** consists of three phases: a) special self-contained units (1%); b) tutoring on a one-to-one basis for a maximum of up to one hour per day (2%); and c) regular class intervention by the classroom teacher using specialized methodology and materials (2%).

   d. The **quality program** must be comprehensive and have the

services of a Supervisor, School Psychologist, Speech Therapist, and Special Education Resource Center.

e. The recommended **staffing ratio** is one teacher for each 10 children and one Supervisor for each 20,000 children in ADM.

2. Current Status

Children Served	6707
Units Approved	828
% Served	28%
% Program Supervised	75%
% Teachers Certified	81%

3. Projected Need

Children Needing Service	17,627
Units Needed	1,727

F. SEVERELY EMOTIONALLY DISTURBED

1. Definition

a. The severely **Emotionally Disturbed** (E.H.) are those school age children with a specific learning disability and/or behavior disorder able to profit substantially in an educational program when attached to an agency or institution. Eligibility is based on medical, educational and psychological assessment and final determination is based on functioning behavior. These children shall not be delinquent or socially maladjusted.

b. The **target population** is not established at this time in the estimated public school ADM of the State of Ohio.

c. The **comprehensive program** has not been validated for this population.

d. The components needed for a **quality program** have not yet been established.

e. The current **staffing ratio** is one teacher to 8 children.

2. Current Status

Children Served	726
Units Approved	91
% Served	Undetermined
% Program Supervised	N.A.
% Teachers Certified	N.A.

3. Projected Need

Children Needing Service	Unknown
Units Needed	
(Budget Request)	25/FY 74
	25/FY 75

G. EDUCABLE MENTALLY RETARDED

1. Definition
   a. The **Educable Mentally Retarded** are those school age children with developmental disabilities of such a nature that they retain an IQ of from 50 through 80 as determined by an individual psychological examination.
   b. The **target population** is a projected 4% of the estimated public school ADM of the State of Ohio.
   c. The **comprehensive program** consists of elementary and secondary units including a work-study component leading to graduation, independent social living and employability in the community.
   d. The **quality program** must be comprehensive and have the services of a full time Work-Study Coordinator, EMR Supervisor, School Psychologist, Speech Therapist, and a Special Education Resource Center.
   e. The recommended **staffing ratio** is one teacher for each 15 children, one Supervisor for each 450 children or 30 teachers and one work-study coordinator for each 50 students in the 11th and 12th grades.

2. Current Status

Children Served	51,565
Units Approved	3,846
% Served	53%
% Program Supervised	76%
% Teachers Certified	77%

3. Projected Need

Children Needing Service	45,772
Units Needed	3,184

H. SPEECH, HEARING AND LANGUAGE IMPAIRED

1. Definition
   a. The **speech, hearing and language impaired** are those children of school age with IQ's 50 and above with disabilities severe enough to impede educational progress and social functioning.
   b. The **target population** is a projected 5% of the estimated public school ADM of the State of Ohio.
   c. The **comprehensive program** involves intensive re-education in small pupil groups of one to five for 30 to 60 minutes per group, utilizing twice a week scheduling; or intensive cycle scheduling where pupils are worked with daily for 5-10 weeks.
   d. The **quality program** must be comprehensive in nature, and have the services of a full-time Supervisor, a School Psycholo-

gist, Audiologist and a Special Education Regional Resource Center.

e. The recommended **staffing ratio** is one therapist for the first 2000 children and one therapist for each 2500 children in ADM, a caseload of 115 children, one supervisor for each 20 therapists.

2. Current Status

Children Served	92,460
Units Approved	824
% Served	76%
% Program Supervised	53%
% Therapists Certified	96%

3. Projected Need

Children Needing Service	29,212
Units Needed	287

I. IDENTIFICATION AND PLACEMENT

1. Definition

a. The primary service responsible for the identification and assessment of children with handicaps is the **School Psychologist.**

b. The **target population** includes those children identified as being handicapped and children in regular school programs, the parents and the educational personnel responsible for them, who need assistance in modifying behavior or instructional strategies.

c. The **comprehensive program** involves screening programs for identifying students with difficulties, individual diagnosis and prescription, and intensive work with students, their parents, and educational personnel. It consists of consultation with parents and educational personnel; counseling and group work; mid-career re-training activities with school and related personnel; strategies for crisis intervention, classroom management, and instructional methodology, and educational research.

d. A **quality program** must be comprehensive in nature, have the services of a full time supervising school psychologist, and provide, in turn, supervised experience to new school psychologists in cooperation with an approved university training program. A comprehensive program of pupil personnel services, special education and a Special Education Regional Resource Center must be available.

e. The recommended **staffing ratio** is one school psychologist to 3000 children in ADM, a case load of 250 child contacts, and a Supervisor for each 20 School Psychologists.

2. Current Status

Children Served	146,000
Units Approved	675
% Served	69%
% Program Supervised	30%
% Psychologist Certified	100%

3. Projected Need

Children Needing Service	66,750
Units Needed	277

III. SERVICES — STATUS AND PROJECTED NEED

The State Board of Education is authorized to approve, set standards, and reimburse local school districts for individual services to handicapped children to enable them to receive optimum benefits from an appropriate educational opportunity. The services are defined below with their current status and projected need.

A. HOME INSTRUCTION

1. Definition

a. **Home Instruction** is individual instruction provided to a handicapped child in his home by a teacher, teachers, or a combination of telephone communications and a teacher.

b. The **target population** are those school age children able to profit from formal education who are so severely emotionally or physically handicapped that they cannot attend regular or special class even with the aid of transportation.

c. A **comprehensive program** provides home instruction to every home bound child who is unable to attend school for more than 20 school days.

d. A **quality program** utilizes the services of fully certified teachers, maintains program supervision and makes available needed and appropriate instructional materials.

e. The **staffing ratio** is based on five hours of home instruction per week for each home bound child with 33% of the children requiring long term service.

2. Current Status (FY 73 Estimate)

Children Served	4,643
Hours Provided	417,870
% Children Served	68%

3. Projected Need

Children Needing Services	2,152

B. SUPPLEMENTAL TUTORING

1. Definition

a. **Supplemental Tutoring** is individualized tutoring for children with learning disabilities (NH) and behavior disorders (EH) to successfully maintain them in the regular classroom.

b. The **target population** is a projected 5% of the estimated public school ADM of the State of Ohio, 2% of which is projected for supplemental tutoring.

c. The **comprehensive program** is a supplemental tutoring program which is a component of a total program of education for children with learning disabilities and behavior disorders and is provided to such children during the school day in the school setting.

d. The **quality program** is provided by teachers certified in learning disabilities with appropriate in-service training, adequate supervision and access to appropriate materials.

e. The **staffing ratio** is based on 3 to 5 hours of supplemental tutoring each week for each learning disabled child with an estimated average of 100 hours per child per year.

2. Current Status (FY 73 Estimate)

Children Served	6,494
Hours Provided	497,830
% Served	13%

3. Projected Need

Children Needing Service	42,175
Hours Needed	4,217,500

C. OTHER INDIVIDUAL SERVICES

1. Definition

a. These services include **tutoring services** for hearing impaired and visually handicapped, **student reader** and **guide service** for visually handicapped, and **boarding home** for physically handicapped.

2. Current Status

Children Served	170
% Served	92%

3. Projected Need

Children Needing Service	15

IV. TRANSPORTATION — STATUS AND PROJECTED NEED[1]

A. PHYSICALLY AND EMOTIONALLY HANDICAPPED

1. Definition

   The State Board of Education is authorized to approve and reimburse local school districts for transportation of physically and emotionally handicapped children to regular class and to special class.

2. Current Status

Children Served	6,704
% Served	35%

3. Projected Need

Children Needing Service	12,706

B. EDUCABLE MENTALLY RETARDED

1. Definition

   The State Board of Education is authorized to reimburse school districts for the excess cost of transporting educable mentally retarded students to special class.

2. Current Status

	Regular	Special	Total
Children Served	15,240	2,740	17,980
% Served			53%

3. Projected Need

Children Needing Service	13,528	2,432	15,960

[1] Projected need is based on estimate of handicapped not currently enrolled but requiring special education program or services.

V. FACILITIES — STATUS AND PROJECTED NEED

A. DEFINITION

The facilities in current use and the projected need are defined in terms of classroom units. The classroom unit assumes the concurrent existence of related facilities needed to house supportive personnel such as Physical and Occupational Therapists, Work-Study Coordinators, Tutors, Supervisors, Speech Therapists and School Psychologists.

Particular attention has been given to the needs of the low incidence handicapped (Hearing Impaired, Visually Handicapped and Orthopedically Handicapped). The small number of children and the large number of school districts participating in the construction of needed new facilities suggests the need for state participation in these costs.

B. CURRENT STATUS

	Low Incidence	Total
Classroom Units	(517)	5,014

C. Projected Need

Available		New Construction	
Low Incidence	Total	Low Incidence	Total
(34)	1,540	(70)	3,080

VI. MANPOWER — STATUS AND PROJECTED NEED

1. **Definition.** For the purposes of this report **qualified personnel** is defined as those individuals holding or obtaining a Four Year Provisional Certificate or better in the area of Special Education to which they are assigned. This certificate must be obtained from a University that has a course pattern required by Certification Standards, **Course Content** which meets the intent of certification, **qualified full time faculty** in the area of the handicap and a **teacher training program** recommended for approval by the Division of Special Education.
2. **Current Status.** There has been a continuing chronic shortage of certified personnel in Special Education. Presently, approximately 1,393 teachers and supervisors in current program are not properly certificated for their assignment in Special Education. However, these persons must become fully certificated in three years or less.
3. **Projected Need.** Selected universities of Ohio were surveyed regarding the expected availability of certified personnel through the 1977-78 school year. Based upon that information local school districts should have access to an adequate supply of qualified teachers by 1976-77. The data below summarizes the supply of certified personnel.

Handicap	Total Available Certified Personnel Reported by Selected Universities for the Period 1972-77	Estimate of School Year in which Adequate Supply of Certificated Personnel will be Available	
		Teacher	Supervisor
HI	512	73-74	76-77
VH	170	74-75	77-78
OH	185	75-76	Beyond 77-78
LD/BD	3,016	76-77	75-76
EMR	5,222	76-77	Beyond 77-78
Sp. Th.	1,603	74-75	Beyond 77-78
Sch. Psych.	820	75-76	Beyond 77-78

VII. COST PROJECTIONS

A. PROGRAM[1]	FY 73 Expend.	Projected Need	TOTAL
1. H.I.	$ 2,828,861	$ 397,875	$ 3,226,736
2. V.H.	776,907	435,817	1,212,724
3. O.H.	1,786,431	977,554	2,763,985
4. D/B Title VI-C	192,087	—	—
5. L.D. (NH & EH)	7,842,942	16,536,506	24,339,448
6. Sev. E.D.	877,786	—	—
7. E.M.R.	27,788,526	22,872,095	50,660,621
8. Sp. Ther.	5,040,032	1,791,427	6,831,459
9. Sch. Psych.	5,038,875	2,067,805	7,106,080
TOTAL	$52,172,447	$45,079,079	$96,141,053

[1] Costs based on excess costs of unit in Foundation Program less 35% for units allocated to Non-Additional Aid districts on Line 3, S.F. 12.

B. SERVICES[2]	FY 73 Expend.	Projected Need	TOTAL
1. Home Instr.	$ 835,740	$ 523,260	$ 1,359,000
2. Supp. Tutoring	1,493,620	13,107,080	14,600,700
3. Other Ser.	42,500	3,750	46,250
TOTAL	$ 2,371,860	$13,634,090	$16,005,950

[2] Costs based on per pupil costs by state on current reimbursement formula.

C. TRANSPORTATION[3]	FY 73 Expend.	Projected Need	TOTAL
1. Phys. Handi. (N.H. & E.H.)	$ 2,681,600	$ 5,441,840	$ 8,123,440
2. EMR Regular	561,594	498,507	—
Special	668,724	593,554	2,322,379
TOTAL	$ 3,911,918	$ 6,533,901	$10,445,819

[3] Costs based on per pupil costs paid by state on current reimbursement formula.

D. FACILITIES[4]	FY 73 Expend.	Projected Need	TOTAL
1. Low Incidence	$ —	$ 1,502,500	$ —

[4] Costs represent 50% of school districts estimates of new facilities needed for Deaf, Blind and crippled based on estimated current construction cost for such facilities.

E. MANPOWER[5]	FY 73 Expend.	Projected Need	TOTAL
1. University Contracts	$ 70,000	—	—

[5] No cost estimate available. Budget request for FY 74 is $85,000; FY 75 is $100,000.

VIII. PRELIMINARY RECOMMENDATIONS

The preliminary analysis of plans submitted by school districts as required by Sub. S.B. 405 tend to confirm and lend further support to the "Recommendations for Legislative Considerations" already submitted to the Governor and the members of the 110th General Assembly.

Further analysis of the information and the development of the Comprehensive Plan for the Education of the Handicapped may lead to further refinement or additional recommendations. For the purposes of this report the previous recommendations are submitted for consideration as originally proposed.

1. COMPREHENSIVE PLANNING FOR HANDICAPPED CHILDREN

Senate Bill 405 of the 109th General Assembly requires statewide planning by all school districts for special education. An interim report is required on February 1, 1973, to include recommendations on special education services, cost projections, and availability of qualified personnel. Approval of state funds to school districts is contingent upon a comprehensive plan approved by the State Board of Education no later than July 1, 1973. Additional recommendations for legislative action may be made when detailed analyses can be formulated based on the plans submitted by the 621 school districts.

2. INTER-DISTRICT COOPERATION FOR SPECIAL EDUCATION PROGRAMS

There is no legal provision which fully permits voluntary cooperation among school districts in the education of handicapped children. However, many school districts do attempt to cooperate. It is recommended that general authorization be introduced into the special education section (R.C. Section 3323) to allow school districts to cooperate in a voluntary fashion in providing services for handicapped children and in sharing school psychologists, speech therapists, planning coordinators, supervisors and instructional resource center directors.

3. TRANSFERS FOR TRAINABLE MENTALLY RETARDED CHILDREN

Parents of the trainable retarded have become increasingly dissatisfied with the procedures outlined under Section 3321.05 which requires the public schools to legally dismiss children from school to make them eligible for placement in a community class program. It is recommended that the State Board of Education Program Standards be modified to use the word legal "transfer" of children

to special programs rather than legal "dismissal". In conjunction with the State Board of Education modification, it is recommended that the Legislature also use the word legal "transfer" rather than legal "dismissal" in Section 3321.05 of the Revised Code.

4. **EARLY ASSISTANCE FOR HANDICAPPED CHILDREN**

Revised Code Section 3323.01 permits boards of education to establish programs for the deaf and blind over three years of age and for other handicapped children over five. These programs are often too late to assist many children. This section should be amended to allow the Ohio Department of Education to approve experimental early childhood education programs for all areas of the handicapped (with supportive services) at an earlier age, in order to bring maximum habilitative services at the earliest feasible age.

5. **SWIMMING POOL FOR JOINT USE OF BLIND AND DEAF SCHOOLS**

A natatorium for joint use by the Ohio Schools for the Deaf and Blind is needed. A natatorium would provide therapeutic and recreational development for these handicapped children to support their development and confidence for independent lives.

6. **NEW SPECIAL EDUCATION UNITS:**[1]

The State Board of Education has been charged with the responsibility of developing a statewide master plan to provide special education to handicapped children. The number of students eligible for special services and the number of trained teachers are increasing. In order that the State Board of Education can effectively meet its responsibility, the number of additional special education units for 1973-74 and 1974-75 should be at least equal to the additional units approved for the 1971-73 biennium.

7. **VOCATIONAL OPPORTUNITY FOR HANDICAPPED CHILDREN**

Special education students can benefit greatly from vocational education opportunities. Some special education students are not receiving full vocational education opportunities because the school district in which they reside cannot offer suitable vocational services and may not be in an active vocational district. The Legislature should make the State Board of Education responsible for the assignment of school districts to vocational districts or for contractual agreement so that special education as well as other students can receive suitable vocational services.

[1] Legislative action authorizing allocation of additional units prior to May 1 of the first year of the biennium would permit school districts adequate time for planning and staffing expansion of Special Education programs.

8. **QUALIFICATIONS FOR ADMISSION TO EDUCABLE MENTALLY RETARDED CLASSES**

Studies indicate that the number of children being served in educable mentally retarded classes is increasing very rapidly and the demand appears to be growing. Federal legislation and national concern emphasize the importance of services for mentally handicapped children. To provide separate classes for all children with learning limitations is a fiscal matter of major dimensions; hence, serious detailed study and discussion as to the value of and procedures for such services may warrant a special legislative study including the structure for the management and supervision of such services.

9. **SPECIAL EDUCATION CLASSES IN JOINT VOCATIONAL SCHOOLS**

Present legislation does not permit the allocation of funds to joint vocational school districts for special education units. Experiences with pilot programs indicate that educable mentally retarded students and students with other handicaps can benefit from vocational education services. To permit a special education unit to be granted to a joint vocational school, Section 3317.16 (C) of the Revised Code should be amended by inserting "education units and special education" after the word "vocational".